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ABSTRACT

This volume, part of the Illinois State Board of Education's "Pupil Personnel Services Recommended Practices and Procedures Manual," deals with the administration of pupil personnel services (PPS). After a brief introduction, the following topics are covered: (1) major PPS concepts (including coordination of services, needs assessment, evaluation); (2) instructions for use of the manual; (3) purpose and scope of PPS (including definition, goals, members of the PPS team); (4) organization of PPS (including administrative structure, role and function of the PPS administrator, planning and program development, staff, budgeting, program evaluation, delivery system models); (5) role of PPS in the educational environment (including public relations and interaction with school and community decision makers); and (6) discussion of the future of PPS. Appendices include an acknowledgement of contributions toward the development of the manual, six references, an 11-item bibliography, ratio of PPS staff to students recommended by five professional organizations, the California State Survey of Pupil Personnel Services Programs needs assessment questionnaire, and a sample student referral to PPS services form. (JH)

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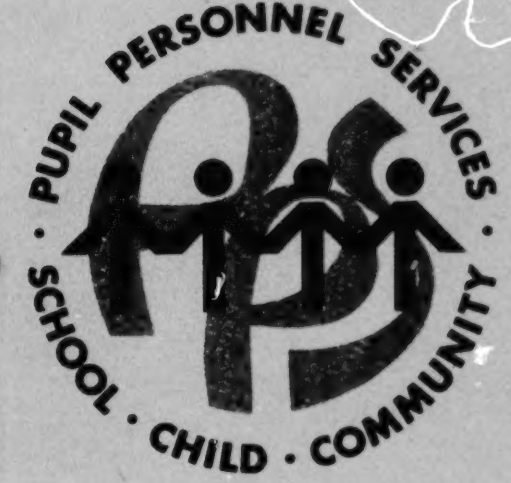
PUPIL PERSONNEL SERVICES RECOMMENDED PRACTICES AND PROCEDURES MANUAL

Illinois State Board of Education



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ADMINISTRATION

Pupil Personnel Services
Recommended Practices and Procedures Manual

Administration of Pupil Personnel Services

Illinois State Board of Education
Walter W. Naumer, Jr., Chairman

Donald G. Gill
State Superintendent of Education

Funded by Part B, Education of the Handicapped Act

April, 1983

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FOREWORD

The Illinois State Board of Education presents the *Pupil Personnel Services Recommended Practices and Procedures Manual*. The purpose of this volume — "Administration of Pupil Personnel Services" — is to provide school personnel with practices and procedures concerning this discipline which will assist them in better serving students in Illinois schools. This is one in a series of five documents which will constitute the Manual:

"Administration of Pupil Personnel Services" by Mari Irvin, formerly Assistant Professor, Department of Psychology, Northern Illinois University and David Whiteside, formerly a Pupil Personnel Services Director in Illinois (contributing editors Beth Bandy and Sheryl Poggi, Illinois State Board of Education);

"School Social Work" by Paula Allen-Meares, Assistant Professor, School of Social Work, University of Illinois and Dorothy Yeck, Supervisor of School Social Work, Tazewell-Mason Counties Special Education (contributing editor Vaughn Morrison, Consultant for School Social Work Services, Illinois State Board of Education);

"School Guidance and Counseling" by Donna Chiles, School Counselor, Bloomington School District #87 and Ray Eiben, Professor, Counselor Education Department, Illinois State University (contributing editor Sheryl Poggi, Consultant for School Guidance and Counseling Services, Illinois State Board of Education);

"School Psychology" by George Batsche, Associate Professor, Eastern Illinois University and George McCoy, formerly Professor of Psychology and Psychologist for Laboratory School, Illinois State University (contributing editor, Neil C. Browning, Consultant for School Psychological Services, Illinois State Board of Education);

"School Nursing" by Joan Toren, School of Nursing, Northern Illinois University and Margaret Winters, School Nurse, Southwestern High School, Piasa, Illinois (contributing editor, Bettye Endicott, Consultant for School Nursing Services, Illinois State Board of Education).

Contributions toward development of this Manual were made by numerous Illinois pupil personnel services staff through a variety of vehicles, including professional organizations, field-testing, committee input and informal discussions as indicated in Appendix A. The Manual is a tribute to those individuals and their commitment to the students of this State.

The Illinois State Board of Education gratefully acknowledges the special efforts demonstrated by Ms. Beth Bandy and Ms. Sheryl Poggi of the Department of Specialized Educational Services in directing the efforts to produce the Manual. Consultants for the volumes were Rosemary Dustman, Supervisor of Pupil Services, Bloomington School District #87 and Dr. Garry Walz, Director and Professor of Education, University of Michigan. Additionally, appreciation is given to Dr. Libby Benjamin for her initial editing of each volume.

It is anticipated that this Manual will serve as a valuable resource for the field of pupil personnel services.

Donald G. Gill

Donald G. Gill
State Superintendent of Education

Chapter 1

Introduction

Since the spring of 1975 several activities have occurred which demonstrated that pupil personnel services (PPS) professionals desired written practices and procedures which would aid them in developing and upgrading their programs. Among these were acquisition and analysis of data from the pupil personnel surveys of 1978 and 1980, development of relevant Department of Specialized Educational Services goal statements, and development of the Conceptual Frame of Reference paper by the Pupil Personnel Services (PPS) Advisory Board. These undergird this document.

Actual development of the *Pupil Personnel Services Recommended Practices and Procedures Manual* extended over a three-year period, utilizing the PPS Advisory Board as a steering committee, an out-of-state consultant, an in-state consultant, and a reaction committee representing parents, school boards, general and special educational personnel, and PPS professional organizations. In addition, the manual was presented to and discussed with over 500 pupil personnel services professionals at professional organization conventions and meetings and field-tested in urban and rural school districts and special education cooperatives.

To facilitate its use, the manual is divided into five separate volumes, with this introduction common to all. Each of the four subsequent volumes was developed by a team of authors, one representing the practitioner level and one the university level.

It is hoped that these volumes will broaden the reader's understanding of the philosophy and rationale for pupil personnel services. Additionally, it is among the purposes of this manual to promote the principles adopted in 1981 by the Illinois State Board of Education. These principles are:

1. Pupil personnel services are an integral part of the total education program and should be organized and delivered for the purposes of helping all students achieve maximum benefits from the school program and helping teachers, parents and other persons involved to provide optimum teaching and learning conditions for students.

2. State and local pupil personnel services programs should be comprehensive in scope; based on a periodic needs assessment of at least a representative sample of students, parents, staff, and other interested parties; and should include provisions to document the extent and results of services provided to students, teachers, parents and others in the community. The local education agency should establish linkages with other community and regional resources to provide a coordinated and comprehensive approach to pupil personnel services.

3. Pupil personnel services should be designed to assure that the personal values of all program participants are respected.

Major Pupil Personnel Services Concepts

Basic to pupil personnel services is an understanding of the philosophy and fundamental concepts upon which such services are founded. Ideas about organization and delivery will necessarily differ according to setting, administrative viewpoint, available staff, and target population, but certain precepts will and should underground all efforts. The Conceptual Frame of Reference statement for pupil personnel services in Illinois, the result of thoughtful study by a variety of professionals, states clearly the philosophy by which service deliverers should be guided.

All Pupil Personnel Services Are Related and Need to Be Coordinated for Optimum Effectiveness.

In many school situations, pupil personnel services specialists — guidance counselors, school nurses, school social workers and school psychologists — operate relatively independently of each other, with guidance counselors responsible for students in one building, school nurses perhaps for those in several buildings, and school psychologists and school social workers offering services through the central office to students throughout a district. This traditional professional territoriality should give way to the meshing of specific skills of each discipline into a collaborative effort with one essential purpose: effectively identifying and meeting the needs of the students to be served.

This essential purpose necessitates a team approach in which specialists share their knowledge and work together to provide coordinated services for students and their parents. Such an approach requires the creation of a master plan for pupil personnel services, developed through input from specialists in all areas and supported by the administration. Involvement of the community is an integral part of this concept as well. Parents and representatives from community social service agencies, including welfare agencies and probation offices, should have a voice in the development of the master plan. Initial planning must involve, at a minimum, teachers, administrators, and pupil personnel services professionals working together to determine how they can coordinate their efforts in order to meet student needs most effectively.

Communicating with each other is the first step in bringing about better coordinated, higher quality services for students and their parents. Too often these professionals have little opportunity to discuss mutual concerns or to involve themselves in systematic planning for the pupils. If the district has no designated pupil personnel services administrator, leadership must emerge from the staff. Pupil personnel services professionals should take the initiative in communicating the need for a coordinated team approach for services to the appropriate administrator(s). A building principal, central office administrator, or superintendent could assume the role of bringing pupil personnel services professionals together to discuss needs, roles, and strategies and then develop plans, implementation models and evaluation for services.

In attempts to strengthen pupil personnel services, educational personnel need to address questions such as the following:

- —What are the identified needs of students and parents at the building and/or district level?
- —What is being done to address these needs?
- —What specific role does each discipline play in attempting to meet identified needs? Are there role duplication, communication, and implementation problems?
- —How might a team respond to these problems, and what form should the team efforts take?

Thoughtful exploration of such questions can lead to the development of a highly coordinated pupil personnel services delivery system.

This delivery system, tested through application and modified through continuing evaluation, will eliminate gaps, overlap, and duplication of services and serve to maximize the competencies of those providing services. The result should be an effective and efficient delivery system based on collaborative relationships.

Pupil Personnel Services Require Developmental, Preventive, and Remedial Emphases.

While remedial activities will always be part of their function, pupil personnel services professionals are now broadening their sphere of operation to include programs and approaches of a developmental and preventive nature. This requires that these professionals possess knowledge of program design, development, and evaluation strategies, and of change-agent skills. It also involves the ability to consult with parents, teachers, and other specialists concerning student needs and behaviors.

This preventive emphasis requires that pupil personnel services professionals be skilled in dealing with groups of students as well as with individuals, not only to share important information, but also to help them become competent in setting goals, making decisions, and taking responsibility for their actions. Knowledge of and sensitivity to student interests and needs at various developmental stages in their lives are essential if the skill-building programs and approaches are to have meaning and relevance for students.

Pupil Personnel Services Should Be Broadened to Include the Entire Community.

In order to attain a comprehensive approach to pupil personnel services, school districts should involve the community to ensure its support and coordinate the available resources to meet the needs of youth.

The impact of concerned parents, social service agency personnel, and community leaders on the education of the community's children cannot be overestimated. Keeping key community members informed and involving them in pupil personnel services policy decisions and program design have several advantages. First, it eliminates the surprise factor which often promotes resistance to even the most soundly developed plan. Second, it provides a base of support for pupil personnel services activities. Third, it can impact on critical or difficult decisions by contributing a variety of perspectives and viewpoints. Fourth, it promotes cooperation, collaboration, and commitment between the school and community in meeting student needs.

Finally, many community and social service agencies offer services that can supplement and help expand the continuum of those provided by the school district. With budget restrictions and personnel shortages, it becomes increasingly important to coordinate funding and resources.

Needs Assessment Is the Foundation of a Comprehensive and Effective Pupil Personnel Services Program.

Priorities in pupil personnel services programs should be developed from identified needs of students, staff, administrators, and parents and ordered according to rational and defensible criteria. Decisions relating to what services are offered, who provides them, how they are delivered, and for whom they are designed should be based on systematically obtained objective data. Such systematic and ongoing data collection helps pupil personnel services remain relevant to changing environmental conditions and human needs.

In developing a procedure for assessing needs, pupil personnel leaders should consider how the process will fit into the total program plan for the district. Duplication of effort is one of the dangers that may occur in conducting needs assessments. Program planners operating independently within individual pupil personnel services disciplines may ask basically similar questions of the target groups. Well-coordinated efforts within a team framework can avoid this duplication, enhance communication, and provide more effective responses to identified needs.

Procedures for conducting needs assessments vary widely, depending on the type of school, the commitment to the process, and the availability of technical and financial support. Basic guidelines for conducting a systematic needs assessment include the following steps.

1. Organize a planning group.
2. Identify goals and the target group(s) to be surveyed.
3. Determine the methodology to be used, i.e., survey instrument, personal interview, etc.
4. Decide on follow-up procedures to be used if initial response rate is inadequate.
5. Develop procedures for summarizing and interpreting needs assessment results.
6. Plan how and to whom results should be disseminated.
7. Determine how needs assessment data are to be translated into program goals and objectives.

Once a basic assessment is done, activities are undertaken to establish a PPS program. Ideally, each local school district has adopted a set of system and student goals based on the contributions of all staff members, including pupil personnel professionals. These goals statements describe the long-range expectations of the school district and also provide a sense of direction for school programs and services. The formal adoption of these goals by the local board of education implies broad community acceptance.

Pupil personnel professionals should play an integral part in developing broad goals and specific objectives for the services they perform. Objectives must be determined through team efforts to ensure understanding, cooperation and commitment.

An objectives-based pupil personnel services program focuses systematically on the needs of students. It moves from a stance of "What are we going to do?" to "How can we best accomplish the broad goals and specific objectives developed from needs assessment data?"

Objectives stated in terms of measurable outcomes provide a focus for the integrated efforts of pupil personnel services team members and thus diminish or eliminate a random approach to the delivery of services. When understood and accepted by school and community members, precisely stated objectives help to clarify conflicting expectations in regard to what services pupil personnel services professionals ought to be providing.

The underlying aim of an objectives-based pupil personnel program is for as many students as possible to attain the desired program outcomes. Four major steps are involved in the development and operation of an effective objectives-based program.

1. Develop specific objectives stated in terms of measurable outcomes to be attained by the students. These objectives should be based on student needs.
2. Select and present to students experiences and information designed to help them attain each desired outcome.
3. Assess the performance of the students to determine the effects of experiences and to identify those who did not attain one or more desired outcomes.
4. Provide additional experiences for those who did not attain one or more outcomes to promote more widespread attainment of the outcomes.

Evaluation Is a Critical Component of Any Pupil Personnel Services Program.

Successful evaluation incorporates several major principles.

Evaluation must *relate directly* to the stated program objectives. Evaluation is an easy task when objectives are stated in such a way that they speak to measurable outcomes in knowledge, skills, or attitudes, and when criteria for judging successful achievement are inherent in the objectives. Terms such as "gain understanding of," "acquire skill in," or "improve attitudes toward" are difficult to evaluate with precision. Program designers should keep the "how" of evaluation in mind as they develop the broad goals and specific objectives for the program.

Evaluation procedures must be *part of the initial program design*. The development of a means of assessing the value and success of a program at the outset lends purpose to the effort, assists program staff in developing realistic and measurable objectives, and clarifies outcomes for program implementers.

Evaluation must be *ongoing* and not be left to the end of a learning experience. This flow of assessment of reactions and progress allows for necessary modifications in approaches and/or content. This is particularly important in a new or pilot program when materials or techniques are being tested for a larger effort at a later date. Ongoing evaluation promotes sensitivity to student responses and relevance to student needs.

Evaluation must be a *cooperative effort*. The team effort should not be confined solely to the design and implementation of the pupil personnel services program. Together, the team members should also address themselves to the tasks of designing the evaluation instruments, examining data, and deciding upon needed changes or modifications in the existing program. However, the team's work does not end there. At the conclusion of the program, when the data are collected, team members should collaborate on methods of data organization and analysis, and come to consensus on what the data indicate. Involvement of each pupil personnel services discipline in the preparation and analysis of the measurement instruments will insure that objectives relating to aspects of the overall pupil personnel services program are included and will promote interest on the part of pupil personnel services professionals in the results.

Evaluation results should be *communicated to all concerned*. The public relations aspect of evaluation is often forgotten or overlooked, but it is a vital part of the evaluation process. A summary of program outcomes in understandable terms provides critically important feedback to program participants, facilitators, and district administrators. The ability to state unequivocally what a program was able to achieve, based on careful documentation, lends visibility and accountability to the effort. When outcomes are positive, all of the hard work and money that went into the program become justified; when outcomes are less than desirable, program developers can clearly speak to needs for change in staffing or resources. Communication inspires interest, and interest maintains motivation and support.

Resource Identification and Utilization Are Critical Elements of an Effective Pupil Personnel Services Model.

The special talents and strengths of the staff should be assessed to identify the skills that might enhance a pupil personnel services program. In addition, the community members can contribute much to pupil personnel services, if given the opportunity. Pupil personnel services teams should develop procedures to identify resource personnel, ascertain their willingness to contribute their time and talents, determine how and where their talents can supplement services, and then coordinate their involvement in the program. Involvement is usually accompanied by interest and commitment, leading to better cooperation and higher morale on the part of the staff and more meaningful relationships with community members.

It is probable that staff will need additional training to help them enhance present competencies or acquire new ones in order to implement identified priorities. Inservice training programs that teach requisite skills are, therefore, an essential component of resource utilization.

How To Use This Manual

The *Pupil Personnel Services Recommended Practices and Procedures Manual* consists of five volumes, one relating to the administration of pupil personnel services and four dealing with separate pupil personnel services disciplines. Titles of the five volumes of the manual are as follows:

Administration of Pupil Personnel Services
School Guidance and Counseling
School Nursing
School Psychology
School Social Work

While these documents are written primarily for PPS professionals and administrators, each volume has items of interest and use for boards of education, community members and other interested educational staff. Organizationally, each volume addresses the philosophy of pupil personnel services and the organization and delivery of services for each discipline in relation to the total pupil personnel services program and includes extensive resource and bibliographical references. Common topics covered include key elements of role and function, professional commitment, future issues and recommended procedures and guidelines for delivering services. In each volume, emphasis is placed on the integral role of pupil personnel services within the total educational system.

This manual is intended to serve multiple purposes. Because of its format and content, it lends itself to a wide range of audiences and uses. Some ideas regarding the ways in which to use the manual are:

1. **To update the knowledge of pupil personnel services professionals.** Separate volumes are relevant to current program practices and developments in all aspects of pupil personnel work, and pupil personnel services staff from every discipline should find the manual a practical resource for professional updating.

2. **To broaden the knowledge of all pupil personnel services professionals regarding developments in specialties other than their own.** Pupil personnel services operate best when the practitioners have an understanding of the priorities and functions of their peers in other fields. The administrator who reads the sections devoted to school nursing and school social work, for example, may better understand the role and function of those specialists and thereby assist in improving communication and collaboration among staff. Reading all sections of the manual can broaden and enrich the reader's knowledge of pupil personnel services as a total, integrated program.

3. **To serve as a basic resource for planning inservice training.** It is often difficult to find resources for inservice training in pupil personnel services which are of interest to, and meet the needs of, all specialists. The content of this manual can serve as an inservice tool leading to further discussions and planning. For example, school teams might find it desirable to review each section, giving both the specialist and others an opportunity to examine and comment on the ideas and suggestions and decide how to implement them in their school program.

4. **To educate community members.** This manual may be of assistance to interested community members. Groups such as volunteers, parent-teacher associations, and teacher organizations will find a variety of ideas and material which can be helpful to them in both understanding pupil personnel services and working for their expansion and improvement.

The ultimate goal is that the implementation of the recommended practices and procedures suggested in these five volumes will enhance pupil personnel services provided to Illinois youth.

Chapter 2

Purpose and Scope of Pupil Personnel Services

Definition of Pupil Personnel Services

A comprehensive pupil personnel services program is an integral component of a total educational program delivered through the team efforts of school guidance counselors, school nurses, school psychologists, and school social workers, in cooperation with available community resources. The program assists all students to achieve their physical, emotional, personal, social, educational, and career goals. This assistance is accomplished directly through services to students and indirectly by helping school staff, parents, and other persons provide optimal teaching and learning conditions for students.

Pupil personnel services is one of the three major components of the educational system, the other two being instruction and administration. An interdependence must be established among these three educational components for a school system to provide balanced educational opportunity for its students and the community it serves.

Goals of Pupil Personnel Services

The goals of a comprehensive pupil personnel services program are multifaceted. They are as follows:

1. **A comprehensive program provides services for all students in the school system.** It does not just serve categorical populations of students, such as the disadvantaged, the handicapped, the gifted, or the bilingual pupil. The PPS program should also concern itself with those students exhibiting the normal problems of normal development.

2. **A comprehensive program provides services that are oriented to development, prevention and remediation.** A balance is needed in programming to ensure that services are concentrated in all of these arenas. For example, a school psychologist or school social worker may be able to offer suggestions and demonstrate techniques to a teacher for a student who is misbehaving in the classroom. With the implementation of intervention strategies, this student may not need to be referred for possible special education/behavior disorder placement.

3. **A comprehensive program plays a significant role in developing and maintaining in the district a climate that has a positive influence on the development of students and minimizes the likelihood of serious problems.** The pupil personnel services staff have a unique set of skills and are highly trained to influence social interactions and systems. Beyond direct pupil services, they can participate on curriculum committees, conduct research, suggest evaluation models, assist in developing guidelines for student discipline and so on to improve the general climate of the entire school system.

4. **A comprehensive program provides a variety of resources for the teachers, administrators and parents to utilize when students are having difficulties that require specialized, individual assistance.** The special education evaluation and placement procedure is a detailed example of this component. Through the specific assessments conducted by staff in the four disciplines, in conjunction with input from teachers and parents, a complete understanding of the student's strengths and weaknesses can be determined. In addition, through the direct services, termed related services, of the PPS staff, many students can benefit from the special education program.

In summary, a comprehensive pupil personnel services program allows for staff consultation, student assessment and direct pupil services to be provided by the PPS staff. It makes services available to all students, using a variety of resources focusing on normal child development, prevention and remediation. It must be recognized, however, that even an effective and efficient PPS program and staff will not be able to "cure" or improve all societal problems. It is a program that will assist students in benefiting from the excellent education provided by Illinois school systems.

Need for Pupil Personnel Services

National and state data support the importance of a comprehensive pupil personnel services system.

—Nationally, one-fourth of the students who enter fifth grade fail to complete high school. (*Digest of Educational Statistics*, National Center for Educational Statistics, U.S. Department of Education, 1981.)

—In March, 1981, one-fourth of all children - 14.8 million in all - were living in families in which the fathers were absent (10.5 million), unemployed (2.4 million), or out of the labor force (1.9 million). More than half of all black children and nearly one-fifth of all white children lived in one of these circumstances. (*Monthly Labor Review*, February, 1982.)

—During the years 1970 to 1980, the suicide rate for adolescents and young adults (ages 15-24) in Illinois increased 53%. (Illinois Department of Public Health, Division of Health Information and Evaluation, 1980.)

—It is estimated that 300,000 Illinois students have alcohol/drug-related problems. Numerous research studies conducted over the past three years on alcohol use by youths confirm the fact that students are drinking earlier and more openly. Alcohol use is not infrequent among elementary students. (*Improving Alcohol/Drug Education in Illinois Schools*, Illinois State Board of Education, 1981.)

—Between 1971 and 1980, the arrests of Illinois juveniles accused of violent crimes increased 28.4%, and 36.8% of the total arrests made during those years were juveniles. (U.S. Federal Bureau of Investigation, *Uniform Crime Reports for the United States: Crime in the United States, 1980*, September 10, 1981.)

—In 1977, 9,183 children in Illinois ages birth-18 were reported to have been abused or neglected. In 1980, the number increased to 37,476; in 1981 to 51,548; and in 1982, it is estimated that 86,000 children will be reported as abused or neglected. (*1983 Human Services Plan*, Illinois Department of Children and Family Services, May 1982; and *The State of the Child*, Vol. 1, Mark Testa and Fred Wulczyn, Children's Policy Research Project, School of Social Service Administration, University of Chicago, 1980.)

—In 1978, 948 cases of sexual abuse to Illinois children were reported. In 1981, reported allegations of sexual abuse numbered 3,796. (*1983 Human Services Plan*, Illinois Department of Children and Family Services, May 1982.)

—In 1980, there were 609 births to girls in Illinois ages 10-14 and 10,721 births to teenage women ages 15-17. (Illinois Department of Public Health, 1981.)

—In 1980-81, the number of truancy cases in Illinois totaled 67,538; chronic truants totaled 20,109. (Illinois State Board of Education, Department of Research and Statistics, 1982.)

—The ratio of divorces to marriages in Illinois is 1:2.2 (Illinois Department of Public Health Statistics, 1981.)

—Approximately 8.5% of the 5-18-year-old population was being served through special education in 1980-81. (Based on preliminary data from the U.S. Bureau of the Census and Illinois State Board of Education, Department of Specialized Educational Services, 1982.)

It is apparent that some children come to school not able to benefit from the educational program as a result of impaired social, emotional, health and other conditions. Pupil personnel services staff, in concert with parents, teachers, and community resources, try to make the difference and modify the student and/or the environment, so that school and learning are more successful experiences for all youngsters.

Members of the Pupil Personnel Services Team

The activities of the pupil personnel services staff on behalf of pupils are advocated in this manual to be delivered in a "team approach." The term "team" means a cooperative approach to schooling-related questions about the individual student, or a group of students with a common need, by all those staff of the school who interact with that student or group of students. The cliche of "two heads are better than one" and an analogy to team sports illustrate this concept. A melange of splinter interventions can only provide further conflicting messages for a student in need. A group of trained professionals, working together toward a common goal for that student, can and will have a more positive effect.

Through the use of a team approach, human resources can be allocated in the most efficient and effective manner. A team provides a comprehensive approach to problem identification and problem solving.

The pupil personnel services staff is defined as certificated school guidance counselors, school nurses, school psychologists, and school social workers. These nonteaching staff should be directed by a pupil personnel services administrator.

The role and function of each of the individuals in these disciplines must be specifically delineated by each school district, as their activities should directly relate to a comprehensive needs assessment, the goals of the school system, and the established goals and objectives of the PPS program. The following is a brief summary of what these individuals, part of the overall team, may be called upon to do in order to provide services to or on behalf of all students.

Guidance Counselor

The counselor's work focuses on the emotional, social, educational, and career development of all students, as well as crisis intervention and remediation needs. Certain functions are common among school counseling programs though the proportion of time expended will vary. These are individual counseling; group counseling; group guidance; educational planning, course selection and placement; career guidance and counseling; consultation; coordination; liaison and referral; evaluation; research; public relations and professional renewal.

School Social Worker

School social work services are provided to and on behalf of students whose educational or behavioral development is complicated by social or emotional problems, family circumstances, or problems in one or more of the child's environments. The school social worker provides direct and indirect services such as evaluation, consultation, case work, group work, and liaison services in order to locate and address the basic causes of problems affecting students. Although school social workers historically worked with individual students and groups of students, they are increasingly focusing their efforts on working to help develop policies and procedures designed to create a positive learning environment for all students. Increasingly more service time is devoted to consultation with teachers, parents, and school and community agency administrators in an effort to provide the most benefit to the largest population.

School Psychologist

In the past, school psychologists normally provided only psychological evaluations of students to assist in the special education placement process. Today, school psychologists provide comprehensive psychological services to and on the behalf of students who require assistance in their educational or behavioral adjustment. These services include: counseling with students and parents, either individually or in groups; conducting parent education programs; consulting with teachers and other school personnel in relation to behavior management and learning problems; consulting in program development; conducting program evaluation, research, individual assessment, and preventative mental health work.

School Nurse

A comprehensive school health program emphasizes health as it contributes to learning. As the school's health professional, the school nurse provides the leadership that is necessary for an effective school health service program. In this context, the school nurse assists in the development, implementation, and maintenance of school health policy and procedures; facilitates the evaluation of the health status of all students; provides the health education and health counseling necessary for the prevention, identification, and remediation of health problems; and serves as a liaison between the teacher, student, parent and the public and private medical sector. As a member of the pupil personnel services team and the faculty, the school nurse provides pertinent health information relevant to placement of students with special educational problems or the adaptation of current educational programs to meet the special needs of students.

Although pupil personnel services is being defined in terms of the aforementioned professional disciplines, it should be understood that the goals of pupil services may be accomplished through the efforts of a broader group of staff than those named. In the educational systems of today, with the roles of staff fluid, it is important to identify objectives that are to be accomplished and then match present district staff and community resources to these tasks. Consequently, speech clinicians, learning disabilities resource teachers, attendance officers, truant officers, physical and occupational therapists, and others may consistently, based on individual circumstances, be considered as part of the team to help a student.

Chapter 3
Organization of Pupil Personnel Services

Administrative Structure

Regardless of the size or administrative structure of the school district, it is important to have one designated central administrative position assume the responsibility for coordinating pupil personnel services. The advantages to this approach are:

1. It provides a focal point for identifying program strengths and weaknesses.
2. It provides for a central source of program information and staff utilization.
3. It enhances annual and long-range district-wide budget development activities.
4. It allows for centralized input to appropriate policy decisions.

The title of the administrative position should reflect the PPS responsibility, since PPS is one of the major components of the educational system.

Role and Function of the Pupil Personnel Services Administrator

In Illinois, due to current certification requirements which serve as a limitation on flexibility in assigning staff, few individuals with administrative certification will have an academic background and experience in any of the four PPS disciplines. Presently only people with teaching credentials *and* experience can obtain administrative certification. This means that only those guidance counselors who have taught for two or more years — or those few school nurses, social workers or psychologists who *also* have an education background, teaching experience *and* acquire the necessary administrative courses to obtain administrative certification — would have the necessary credentials for certification. This limits the pool of available personnel as candidates for the role of central office PPS administrator.

As a school district searches for an appropriate PPS administrator, administrative skills, experience, knowledge and attitude will probably be the basis for selection. As with any administrative position, this individual should be able to demonstrate leadership and supervision skills in the areas of:

1. Planning and program development;
2. Staff selection, allocation and development;
3. Budgeting and fiscal management; and
4. Program evaluation and reporting.

In addition, the PPS administrator should have knowledge of the roles of each of the PPS disciplines and a familiarity with the training requirements, purposes, philosophy and special terms used by the various disciplines within the overall program. The administrator's philosophy and attitudes will have considerable impact on the success of the PPS team.

The PPS administrator has to bring together a group of specialists to form a team that will function efficiently. Transcending turf problems, with the common goal of helping students benefit from a public education, must be the focus. The PPS administrator must coordinate the services that specialists provide to an entire district, interacting with many principals, community agencies, and teachers at every grade level. The PPS administrator must be a true manager of human resources, relying on the team members for their expertise in specific areas. Above all, the PPS administrator must be an excellent group facilitator.

Planning and Program Development

The pupil personnel services administrator must facilitate "the development of a functional and balanced program that integrates pupil services in a manner that is acceptable, effective, and in close harmony with the goals of the total school program." (Saltzman and Peters, 1967)

In planning a comprehensive PPS program, the administrator needs to:

1. **Create a climate conducive to constructive change.** A climate that allows for a high integration of people and task needs should be established.
2. **Consider the needs of the students and the expectations of the community.** A needs assessment, including input from these two groups, should be conducted.
3. **Study the present program and the extent to which it is meeting previously identified needs and expectations.** Only after establishing baseline data on the success of the present program and an evaluation of all the components can decisions be made on continuing or changing priorities and procedures.
4. **Provide for staff growth through experiences which enable them to develop new perceptions of what might be done to strengthen their program.** Staff development and renewal are necessary if a program is going to be revised. The individuals who will be responsible for making changes must first recognize the need for change and, second, have the skills to implement the change. The section on staff selection, allocation and development further addresses this.

5. **Provide for staff recommendations on needed improvements.** Just as recipients of services should participate in a needs assessment, so should service providers. Without their ownership in the process, the implementation of changes will fail. (Johnson, Buford and Edelfelt, 1961)

Planning and evaluating are cyclical processes creating a model of continual improvement of the quality of services for students.

Figure 1. Program Development Model

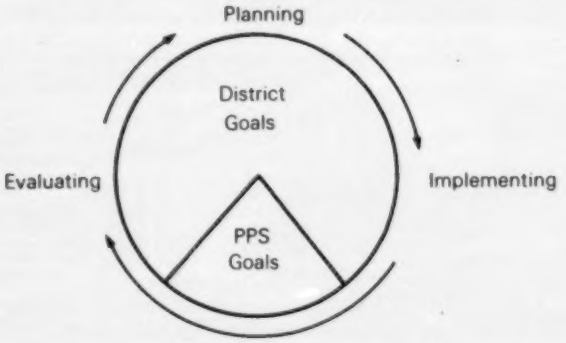
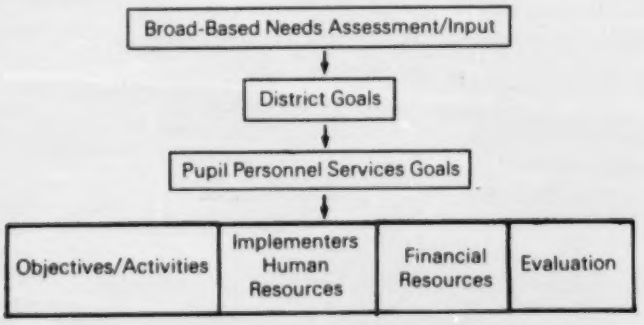


Figure 2 demonstrates the process to be followed in developing a comprehensive PPS program. First, district goals must be established. They should be adopted by the local board of education and developed with input from the superintendent; central office administrators (including the PPS administrator) and representatives from the principals, teachers, PPS professionals and other nonteaching staff, community and students. Following the establishment of district goals, goals for the PPS program should be developed, again using a broad base for input. The goals need to be further delineated in terms of objectives and activities for program development purposes. Once developed, resources need to be allocated if program success is to be accomplished.

Figure 2. Pupil Personnel Services Program Development



A structure should be in place to advise the pupil personnel services administrator regarding ongoing program planning, development and evaluation. It is recommended that a broad-based (community/school) advisory council be formed to provide this input. The council can be instrumental as a working task force that assists with conducting a needs assessment (see an example in Appendix E); recommending policies and procedures; and suggesting goals, objectives, and accountability standards. This builds in ownership in the program and provides a structured group of advocates.

Staff Selection, Allocation and Development

Staff Selection

After an assessment of the needs of the district and the establishment of the goals and priorities of the PPS program, the human resources need to be selected and allocated. An initial step is the development of job descriptions specific to each of the basic functions to be performed by the team members. These descriptions should include a delineation of the individual to whom they are responsible; certification, experience and training requirements; responsibilities or tasks to perform; and evaluation procedure and schedule.

Beyond the program personnel descriptions, it is necessary to determine the number of individuals to be hired for each position, taking into account the program personnel presently available. No specific ratios of professionals to students or professionals to supervisors are advocated in this document. Professional organizations and other sources do specify recommended ratios and these are referenced in Appendix D. However, it is a recommended practice that each district establish a ratio considering the following information:

1. needs of students, staff, community;
2. nature of instructional program;
3. the extent to which teaching is adapted to the individual student;
4. socioeconomic characteristics of the community;
5. geographic area to be served;
6. available community resources;
7. model of service delivery desired; and
8. extent to which professional staff is assisted by aides, clerical personnel and computers.

In seeking program personnel, the district may benefit from widely advertising the positions. University placement offices and professional organization placement services are good resources to use, in addition to newspapers and journal advertisements.

As the individual that will be employed is expected to be a member of a team, it is recommended that a team approach be used in the screening, interview and selection process. This team could consist of the PPS administrator, a principal, a teacher, the potential supervisor, and other

PPS professionals, as deemed appropriate. As with other interviews, the goal is to get to know the candidate better and for the candidate to have an opportunity to understand the needs and expectations of the employers. Areas that the interview team should explore, that are pertinent to PPS activities, include the candidate's views and prior experience in intervention strategies; crisis or conflict situations; and working relationships with colleagues, students and parents. The interview should also explore group and team roles and experiences.

Orientation of new employees to successful employment in the district is a prerequisite. This consists of familiarizing the individual with district policies, sharing the goals and priorities of the program, explaining referral procedures and priorities of related community resources, specifically delineating the responsibilities of the position and detailing the expectations the individual is to meet and by whom and how performance will be evaluated.

Scheduling and Space Allocation

In most districts, PPS professionals operate as itinerant workers. This can make scheduling those individuals within the various attendance centers one of the more difficult tasks of the PPS administrator. The administrator needs to take into account:

1. available work space;
2. needs of the students and adults to be served;
3. matching personalities of the PPS professional with those of the building administrator and staff;
4. grouping PPS professionals sufficiently, so that interventions are not splintered and the professionals can function as a team; and
5. minimal travel time and expense.

It is recommended that, in addition to the PPS professional having adequate space in each building for individual and small group sessions, central office space also be allocated. In this manner, all PPS staff can have scheduled time on a weekly basis at one central location. This allows for further opportunity for teaming and more efficient use of available staff. The PPS team should meet once a week or at the least twice per month to discuss activities, students, implementation procedures and so on. Whether in the school building or central office building, work space for PPS professionals needs to include easy telephone access, desk area, material storage space, privacy to comply with confidentiality laws, locked file cabinets for student files, and access to clerical staff.

It is also recommended that some portion of the PPS professionals' schedules remain flexible. This will allow time for crisis interventions for pupils and their families.

Staff Development

Staff development for PPS professionals is particularly important for several reasons. Three examples are:

1. The PPS knowledge base and theories are constantly evolving as new resources, such as developments in the area of nondiscriminatory assessment, become available.
2. As the PPS program goals change and evolve, the PPS professionals may need to develop new competencies to be able to implement objectives to achieve those goals.
3. PPS professionals are subject to burnout, as many of the situations they face are stressful. Inservice training can provide a source for professional and personal renewal.

A PPS program for students and the community can be only as effective and efficient as the individuals implementing it on their behalf. Inservice training and professional development activities are essential. The staff development program for student and district services should be based on a comprehensive needs assessment in which all PPS professionals participate. Topics to be considered should be those of individual or discipline interest, as well as those that can help the team as a whole function more effectively in the PPS program. It is recommended that inservice programs not be provided that offer only a single skill for one discipline or that cover areas that are not germane to the goals of the present or an anticipated future program for pupils . If any staff member attends an inservice program outside the district, a formal opportunity should be made to share with the rest of the staff the content and any resources that were obtained. A one-day inservice training program will have little impact unless the PPS administrator takes the time to discuss the information covered in the program with the team and they plan together how the information learned can and will be applied to the local situation with the goal of enhancing the total PPS program for pupils.

In addition to half-day or one-day inservice programs, the PPS administrator should seek out and arrange seminars and/or university classes, perhaps offered in or near the district, that are related to the year's priority goals for the team and on behalf of the students.

Incentives to encourage active participation in the staff development program are also recommended. Release time, reimbursement for travel, and salary increases based on university credit hours are a few examples of alternatives to be considered.

In addition, it is recommended that school districts participate as sites for school psychology, school social work and school nurse internship programs and offer practicum

placements for guidance counselors. Through participation, district PPS staff can benefit from learning about the latest concepts and theories and receiving inservice training from university personnel during their scheduled visits. This assists in building a continuing professional development component and enhances the total PPS program.

In summary, the staff development program should:

1. be based on a needs assessment;
2. be directly related to the goals and priorities of the comprehensive PPS program for pupils, with skill development emphasized, and with the information formally discussed to decide upon methods for implementation;
3. improve the skills of the PPS professional as an individual;
4. improve the ability of the PPS professionals to function as a team;
5. encompass many different formats such as seminars, use of individual consultations, lectures, university classes; and
6. be supported with adequate resources.

A comprehensive PPS program must have the firm foundation of a comprehensive staff development component.

Budgeting and Fiscal Management

The PPS administrator should have the responsibility for developing and managing the budget for the pupil personnel services program. The request for funds should be directly related to the goals/objectives/activities to be accomplished that year. Just as all central office administrators should be participants in annual and long-range district-wide budget development activities, the PPS administrator should be knowledgeable of the district's anticipated revenues in local, state and federal funds. Application for applicable competitive grants should be considered.

Expenditures need to be planned for in the following areas.

- —Salaries/Benefits - Professional Staff
- —Salaries/Benefits - Support Staff
- —Materials/Supplies
- —Equipment
- —Staff Development
- —Information Dissemination/Public Relations
- —Needs Assessment
- —Research
- —Travel (reimbursement for itinerant staff)
- —Evaluation

The PPS administrator who will be the most successful in receiving necessary funding for the full implementation of a comprehensive pupil personnel services program will be the one who:

1. has a well-developed plan for implementation, clearly demonstrating how the fiscal resources are necessary to accomplish the goals of the program and consequently the goals of the district;
2. has instituted a strong public relations program that has generated community, parent, administrator, staff and student support;
3. has demonstrated the success of past programs through the reporting of evaluation data, i.e., provided program accountability;
4. is able to document effectiveness of services;
5. has worked with community agencies to provide services to students and their parents so that the district does not have to bear the total cost for the program, if possible.

Program Evaluation and Reporting

As stated earlier, an evaluation system is necessary for continual program improvement. Chapter 1 defined the major principles of a successful evaluation model. In addition, there is a wide variety of methods for conducting evaluation, from self-evaluating to contracting for the services of an expert evaluator. The PPS administrator is the key individual responsible for choosing a method and coordinating the evaluation efforts of the team.

In addition to an evaluation of the overall PPS program, professionals of each discipline in the team should be able to answer the following accountability question:

"What percentage of children who received _____ services has made a positive change in their behavior as a result of the _____'s efforts?" (Grimes, 1981)

In a survey conducted by the Illinois State Board of Education in 1980, "Pupil Personnel Services in Illinois: Survey '80," the data suggested that while "PPS professionals perceive their work to be frequently assessed by the number of children served, they do not prefer this measure to be used." This is accounting data, showing that one is busy, but says nothing about the outcomes, benefits or improvements that have resulted from the services on behalf of the clientele. It is recommended that the PPS administrator not only coordinate program evaluation, but also work with the team to develop a strategy to collect individual and discipline accountability data on the quality of services, to conduct cost-benefit analyses and, very importantly, to share all of this data with other administrators, staff and the community. (Grimes, 1981)

A successful evaluation system provides information concerning the effectiveness and efficiency of services delivered, but it also provides baseline data for program planning and development.

Systems for Organization of PPS Programs and Services

The delivery of pupil personnel services can occur through any one of a number of models. The model selected should be one that meets the needs of the specific district and/or building, matches the skills of the professionals and assures the most efficient and effective delivery of services. A combination of models may be most appropriate for the school district, rather than any single model. For example, a team model may be used in conducting referrals and evaluations of students suspected of needing special education while the inservice model may be used to meet other priorities. The following describes the alternative models.

Team Model

This features four levels of intervention and the organization of personnel into a series of teams. The focus at any level is on intervention, rather than on assessment. A basic team configuration could consist of the child's teacher, the principal and the parents, with the major objective being prevention of more serious future problems. A secondary team would be more extensive and involve the use of available PPS staff. Tertiary level teams would involve supervisory PPS staff, assisting the efforts of the more basic teams. Other teams could involve the use of community agency services, again to further expand services to youth.

Integrated Model

In this model, all PPS professionals become involved in referral processing, consultation with parents and teachers, and implementing intervention strategies. In this approach, school psychologists, school social workers, school nurses and counselors would still be responsible for certain role functions. For example, individual diagnostic assessments could still be provided by the school psychologist. The unique feature of this model is the handling of most problems on the basis of the professional's ability to provide a service, rather than by a specific set of guidelines (covering which pupils are referred to each of the disciplines in all instances).

Results Management Model

This approach places emphasis on setting priorities regarding the needs of the school to which pupil personnel services should be allocated. This priority-setting approach may mean that some areas now being supported have a low priority and should be replaced with higher priority areas. Inservice training is essential to assuring that PPS staff develop skills to handle new priority areas.

Inservice Training Model

In this model, a significant portion of the PPS professional's time is spent identifying the needs that exist in a school system for PPS and then conducting workshops to help teachers deal with the priority areas. The main goal of this approach is to assist teachers to become competent in handling common student problems so that the PPS staff can devote time to assisting the students who are experiencing more specialized, unique problems. This model might be combined with the use of consultants to provide a service which is developmental *and* preventive in nature.

Early Detection Model

Early detection and screening models are utilized in order to identify and treat problems before they become more severe. These models are characterized by the systematic screening of children at the primary level. The PPS team, in conjunction with other professionals, identifies pupils with problems in social and verbal behavior skills, fine and gross motor skills, visual-auditory perception and general development. Early intervention and programmatic adjustments are then attempted for the identified pupils.

Decentralized Delivery System Model

In this system, PPS building-level teams establish objectives at the beginning of each school year and determine the ongoing focus of team efforts in view of specific building needs. An essential component of this model is the participation by all professionals in an evaluation of the effectiveness of services provided.

Chapter 4

The Role of Pupil Personnel Services in the Educational Environment

Pupil personnel services cannot function in a vacuum. In order to have a viable program, there must be support from the local board of education, superintendent, principals, teachers, students, parents, and community agencies and leaders.

Public Relations

The PPS administrator and team should play an active role in developing, implementing and evaluating an effective public relations program. A multimedia approach usually reaches the most audiences. The following are some vehicles that should be considered.

1. Newspaper articles
2. Radio and television spots
3. Exhibits (e.g., in shopping malls or individual stores)
4. Debates, panels, open forums
5. Bulletins
6. School newspaper articles
7. Parent association meetings and communications
8. Presentations to community organizations (e.g., Rotary, Lions, American Association of University Women, Kiwanis)
9. "Open house" forums

The rationale for pupil personnel services, the definition and the impact of the services are all important components to share with parents and the community at large. This is particularly true with a decreasing percentage of adults in the district having school-age children. Public relations is a vital way to share and seek out community assistance. It can generate support and advocates for the important PPS services from within and outside the public school system.

As one example, industrial leaders in the community can have considerable impact on local board of education members and the goals of the school system. The counselors could choose key leaders to form an advisory committee for the career education program. Besides obtaining community input in vocational curriculum development, students would be better prepared to enter local industry, a factor that may also be appreciated by their parents.

Interaction with School and Community Decision Makers

Board of Education

The local board of education can demonstrate its support of pupil personnel services in several ways. First, the board can adopt a policy emphasizing the necessity and importance of pupil personnel services for *all* students and a commitment to working with community resources. The Illinois State Board of Education in June 1981 adopted the following principles and policy which may serve as an example.

Principles

1. Pupil personnel services are an integral part of the total education program and should be organized and delivered for the purposes of helping all students achieve maximum benefits from the school program and helping teachers, parents and other persons involved to provide optimum teaching and learning conditions for students.
2. State and local pupil personnel services programs should be comprehensive in scope; based on a periodic needs assessment of at least a representative sample of students, parents, staff, and other interested parties; and should include provisions to document the extent and results of services provided to students, teachers, parents, and others in the community. The local education agency should establish linkages with other community and regional resources to provide a coordinated and comprehensive approach to pupil personnel services.
3. Pupil personnel services should be designed to assure that the personal values of all program participants are respected.

Policy

The State Board of Education, through the use of agency staff and resources, shall encourage local education agencies to provide a comprehensive approach to pupil personnel services as an integral part of their total education programs.

A local board can demonstrate its commitment through the employment of the necessary administrative, supervisory, professional and clerical staff to provide for a viable program on behalf of pupils and families. The allocation of fiscal resources is necessary for a strong system of service delivery. Facilities, materials, equipment, inservice training, evaluation and research are examples of items needing monetary support.

Superintendent

To have a working PPS program, the superintendent must strongly endorse the concept and recommend to the board of education the human and fiscal resources to implement it. The superintendent should interpret program rationale to the board and to the community. The ultimate policy will be adopted by the school board, but its members need an understanding of the basic thinking that went into the proposals and "a realization not only of the cost of the program in terms of money, but also the cost of the absence of the program in terms of human beings" (Johnson, Buford and Edelfelt, 1961). The superintendent should make a special effort to specify what the PPS program *will not* do as well as what it *will* do. If the program is oversold, offering cures for all of society's problems, unrealistic expectations will be held by board members and the program is likely to fail.

The superintendent needs to be involved in the general aspects of the program development of pupil personnel services to assure that the PPS goals are congruent with those of administration and instruction, as well as the needs of the community.

Principal

The principal is a key link in the PPS program. Without his or her close cooperation, interaction with building personnel will be limited and/or ineffective. The building principal should be directly involved in or informed of the PPS professionals' activities when they are providing services to children, teachers or parents of that school. In addition, the principal is often responsible for line supervision of the PPS professionals serving in the school building.

Community Resources

Some of the school system's greatest resources can be local community agencies and service groups. When the needs assessment is conducted, the administrators of the community agencies should be contacted to obtain their input and again later in the process to assist in helping the PPS administrator and staff prioritize the needs and match services and resources to them. Some examples are: the Department of Public Health can provide information on immunization laws and provide assistance to comply with hearing and vision screening requirements; the Department of Children and Family Services personnel can work with teachers and other school workers regarding child abuse, its effects on the victim and family dynamics; and local drug clinics, alcohol abuse treatment centers, and mental health clinics can be resources used by students and their parents. PPS professionals should know the referral procedures, costs for services, and criteria for assistance of each community agency.

Additionally, local community service groups have human and financial resources to assist many needy students and families. For example, a civic club may be contacted to provide the funds for a child needing prescriptive eyeglasses.

When a school's fiscal resources decline, it becomes increasingly important for the PPS administrator to seek out alternative ways to provide needed services. Often this can stretch everyone's creativity.

Personal contacts are usually the best mode in which to develop a working relationship with agency directors and service group presidents. Arrange individual or small group meetings in order to establish rapport, to develop mutually agreeable working procedures and to receive information regarding their priorities and services. By encouraging appropriate PPS staff to participate in these meetings, a network of linkages can be developed, thus increasing the range and degree of services the district can provide to its students, parents and staff.

Chapter 5

A Challenge for the Future

The future of pupil personnel services for pupils as an integral component of the education system is, in large part, going to be determined through the efforts of the PPS administrator. Now is the time to start shaping that future.

In the past few years, many federal and state laws have had an impact on the responsibilities of those involved in providing pupil personnel services. In order for school districts to be in compliance with these laws, such as Public Law 94-142, the services provided for pupils by the team have often become narrowly focused in terms of student populations served, an emphasis on the crisis and remedial aspects of service, and a limiting of activities to be conducted. There are two ways to approach this situation, to either adapt to it when it happens or to become a change agent, advocating with the local, state and federal decision makers, e.g., legislators. To adapt may be the line of least resistance, but it can be far more productive to be involved in advocating for statutes and funding levels that can provide the PPS team with the resources necessary to reach the desired student goals. So the first challenge is to assess the situation.

The second challenge is to address the needs by a team process. An individual PPS professional can make a difference in some children's lives, but a team of specialists can serve as a catalyst to help the public school system become more responsive to a changing society; to prepare students to become active members in a democratic country; and to help students cope with technological advances, a world that continues to become smaller, with more people and fewer resources.

Through evaluation and the collection and reporting of accountability data, others can become familiar with the impact that pupil personnel services have on students. An ongoing public relations process can be an effective communication vehicle for reporting the goals of the program, the activities that are being provided and the students that have benefited. Advisory committees, interaction with community agencies, and comprehensive needs assessments are all tools that allow for broad-based input into the program, so that services are truly responsive to needs. Consequently, the third challenge is to involve everyone in meeting pupil service needs.

Many forces and conditions will affect schools in the future. Technology, the economy, the role of government in education, the state of peace in the world are just a few of them. What life in this society will be like in ten years or at the start of the 21st century cannot be predicted. But few would challenge the statement that the young will continue to be educated.

> Effective teaching is largely dependent on a knowledge of the learner's personal characteristics, including his capacities, interests and aspirations. Effective learning depends on the pupil's state of adjustment and general well-being. Pupil personnel services help each individual to develop the insight which will lead to self-understanding, orientation to society, and wise choice from among educational, occupational and avocational opportunities. Thus they contribute to the development of our human resources which are so vital to the strength of our nation. (Council of Chief State School Officers, 1960.)

As Arbuckle stated:

> Those who decry pupil personnel services happily ignore the fact that instruction only makes sense if it is sensible to the individual child who is experiencing it. Few people would pour a rare wine into a bucket with a hole in it, yet daily, solid knowledge is being poured down the drain because of the inability of children to make use of it. (Arbuckle, 1966)

Our final challenge is to work with the PPS team so that Illinois students, present and future, will benefit from education and lead our state forward.

APPENDIX A

Acknowledgements

FIELD-TEST SITES

From November, 1980, through March, 1981, the entire *PPS Recommended Practices and Procedures Manual* was reviewed, discussed, critiqued and utilized by the following representative Illinois districts and joint agreements. The reactions received by these agencies were instrumental in revising the Manual to insure a practical and realistic document.

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The committee listed below includes a variety of Illinois professionals in pupil personel services, special education and general education with expertise in their assigned field. These individuals assisted in the initial formulation of content and process.

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APPENDIX B

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APPENDIX C

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APPENDIX D

Recommended Ratios of PPS Professionals to Students from Professional Organizations

Illinois Guidance and Personnel Association
1 guidance counselor: 450 students

National Association of School Psychologists
1 school psychologist: 1,000 students

Illinois Association of School Social Workers
1 school social worker: 1,000 students

National Association of School Nurses
1 school nurse: 750 students

North Central Association of Colleges and Schools
1 PPS professional: 450 students

It should be noted that the above ratios are to be utilized in a general sense. Additional staff per student population should be employed where the demonstrated need exists.

APPENDIX E

Needs Assessment

California State Survey of Pupil Personnel Services Programs*

California State Department of Education
Guidance and Counseling Task Force

The attached questionnaire is to be used as part of a needs assessment by the Guidance and Counseling Task Force in an attempt to assess the status of pupil personnel services in California schools at the present time, to determine where changes are needed, and to identify areas of greatest priority. The term pupil personnel services in this questionnaire is to be thought of as any service offered to students by counselors, school psychologists, school social workers, or others in related positions.

When answering these questions, you will need to answer from your own frame of reference and your own situation. However, please consider statewide needs to the extent possible from your knowledge and experience. Your thoughtful consideration of these issues will help the Task Force identify the greatest needs and, it is hoped, plan ways of meeting these needs.

Thank you for your interest and assistance!

Card No(1) cc 1 Control No _____ cc 2-5

Personal Data

Information requested is strictly confidential. School codes have been requested to allow for follow-up, if necessary, and to allow for the matching of school staffs. Please complete the following:

Using the California Public School Directory, identify your school district number and school number.

For example: Alameda City Unified School District (61119)
Chipman Elementary School (6000004)

District code _____ cc 6-10 School _____ cc 11-17 Sex _____(M-F) cc 18

Age: Indicate by writing an "X" in the space provided.

Below 30 _____ cc 19 30-39 _____ cc 20 40-49 _____ cc 21 50-59 _____ cc 22 60+ _____ cc 23

Exact position title (write in): _____

Of the following positions, indicate the one which describes you best, using one number only from zero to nine (0-9). Thus, "0" indicates supervisor of child welfare and attendance and "9" indicates community representative.

Supervisor of child welfare and attendance	_____
Counselor	_____
Psychologist	_____
Teacher	_____
Administrator	_____
Psychometrist	_____
School social worker	_____
Paraprofessional	_____
Parent	_____
Community representative	_____
	cc 24

*Reprinted with permission from *Pupil Personnel Services in California Public Schools: Needs, Problems and a Plan for Solutions.* California State Department of Education, Sacramento, California, 1975, 84-89.

Educators only: Indicate with numbers from one to five (1-5) your present level of responsibility, 1 being intermediate, 5 being adult:

Intermediate (elementary school, junior high school)	_____
Elementary school through high school	_____
High school	_____
Community college	_____
Adult school	_____
	cc 25

Is the guidance program in your school or school district designed primarily for (select one item by writing an X):

All children _____ cc 26 Children with special needs _____ cc 26 Other _____ cc 26

Do you feel that the guidance program should be designed primarily for (select one item by writing an X).

All children _____ cc 27 Children with special needs _____ cc 27 Other _____ cc 27

General Directions for Sections I-XII.

Use the letter "S" to indicate satisfactory (no change needed) or the letter "U" to indicate unsatisfactory (change needed). Place the letter in the box provided on the left of the question or statement, and rank the items listed in the box on the right of the question or statement (1 being highest):

Satisfactory (no change needed) (S)	or	Unsatisfactory (change needed) (U)	Indicate the urgency of change needed by rank order, 1-8 (1 being highest):

Section I: Pupil Personnel Services in General

cc 28 ____	Counselor-student ratio	cc 29 ____
cc 30 ____	Support from the school administration	cc 31 ____
cc 32 ____	Support from the community and the school board	cc 33 ____
cc 34 ____	Financial support	cc 35 ____
cc 36 ____	Adequacy of staff training	cc 37 ____
cc 38 ____	Proper utilization of staff	cc 39 ____
cc 40 ____	Attitudes of the pupil personnel services staff toward students	cc 41 ____
cc 42 ____	Utilization of staff by teachers	cc 43 ____

Section II: Services Offered to Students

cc 44 ____	Services related to career information and choice	cc 45 ____
cc 46 ____	Services related to training after high school	cc 47 ____
cc 48 ____	Services related to personal problems	cc 49 ____
cc 50 ____	Services related to attitude development	cc 51 ____
cc 52 ____	Services related to assessment of learning problems	cc 53 ____
cc 54 ____	Services related to remediation of learning problems	cc 55 ____

Other (specify): _____

Comments: _____

Satisfactory (no change needed) (S)	or	Unsatisfactory (change needed) (U)	Indicate the urgency of change needed by rank order, 1-8 (1 being highest):

Section III: Approaches to Working with Students

cc 56 ____	Individual assessment and diagnosis	cc 57 ____
cc 58 ____	Individual counseling with students	cc 59 ____
cc 60 ____	Casework with students with special needs	cc 61 ____
cc 62 ____	Group counseling	cc 63 ____
cc 64 ____	Structured guidance classes	cc 65 ____
cc 66 ____	Specialized treatment centers	cc 67 ____
cc 68 ____	Consultation with teacher	cc 69 ____

Other (specify): _____

Comments: _____

Section IV: Specialized Pupil Personnel Services

cc 70 ____	Counseling and guidance services for minority students	cc 71 ____
cc 72 ____	Counseling and guidance services for disadvantaged students	cc 73 ____
cc 74 ____	Counseling and guidance services for special education students	cc 75 ____
cc 76 ____	Pupil personnel services for alienated youth (e.g., students with drug problems, potential dropouts, and so forth)	cc 77 ____

Other (specify): _____

Comments: _____

Card No(2) cc 1

Control No _____ cc 2-5

Section V: Career Guidance

cc 6 ____	A planned developmental program for career guidance	cc 7 ____
cc 8 ____	A career guidance information center	cc 9 ____
cc 10 ____	Provision for student experiences in career planning and decision making	cc 11 ____
cc 12 ____	Provision for student experiences in career exploration, including work experiences	cc 13 ____
cc 14 ____	Provision for student determination of the value and availability of leisure time in career selection	cc 15 ____
cc 16 ____	Provision for students to examine life styles and values relating to career development	cc 17 ____
cc 18 ____	A program for student job placement	cc 19 ____

Other (specify): _____

Comments: _____

Satisfactory (no change needed) (S)	or	Unsatisfactory (change needed) (U)	Indicate the urgency of change needed by rank order, 1-8 (1 being highest):

Section VI: Curriculum and Related Areas

cc 20 ____	Services for the diagnosis of learning		cc 21 ____
cc 22 ____	Involvement of the pupil personnel services department with curriculum development and improvement		cc 23 ____
cc 24 ____	Involvement of teachers and pupil personnel workers in curriculum development and improvement		cc 25 ____
cc 26 ____	Involvement of administrators and pupil personnel workers in curriculum development and improvement		cc 27 ____
cc 28 ____	Provisions in curriculum for the teaching of decision-making skills to students		cc 29 ____
cc 30 ____	Provisions in the curriculum for teaching problem-solving skills to students		cc 31 ____

Other (specify): _____

Comments: _____

Section VII: Paraprofessionals

cc 32 ____	Adequate program utilizing paraprofessionals in pupil personnel services		cc 33 ____
cc 34 ____	Group guidance		cc 35 ____
cc 36 ____	Information dissemination		cc 37 ____
cc 38 ____	Classroom intervention		cc 39 ____
cc 40 ____	Career guidance activities		cc 41 ____
cc 42 ____	Direct counseling with students		cc 43 ____
cc 44 ____	Liaison between community and schools		cc 45 ____
cc 46 ____	Parent contact		cc 47 ____

Other (specify): _____

Comments: _____

Section VIII: Adequacy of Preservice Staff Training

cc 48 ____	Counselor training programs		cc 49 ____
cc 50 ____	School psychology training programs		cc 51 ____
cc 52 ____	School social work training programs		cc 53 ____
cc 54 ____	Child welfare and attendance training programs		cc 55 ____

Other (specify): _____

Comments: _____

Satisfactory (no change needed) (S)	or	Unsatisfactory (change needed) (U)	Indicate the urgency of change needed by rank order, 1-8 (1 being highest):

Section IX: Areas of Preservice Training

cc 56 ____	Pupil personnel theory and procedures	cc 57 ____
cc 58 ____	Individual counseling techniques	cc 59 ____
cc 60 ____	Group techniques	cc 61 ____
cc 62 ____	Assessment theory and techniques	cc 63 ____
cc 64 ____	Career guidance and counseling techniques	cc 65 ____
cc 66 ____	Educational planning techniques	cc 67 ____
cc 68 ____	Dynamics of individual behavior	cc 69 ____
cc 70 ____	Research methodology	cc 71 ____

Other (specify): _____

Comments: _____

Section X: Inservice Training

cc 72 ____	Inservice training by school districts and offices of county superintendents of schools	cc 73 ____
cc 74 ____	Inservice training by private agencies	cc 75 ____
cc 76 ____	Inservice training by Department of Education staff	cc 77 ____
cc 78 ____	Inservice training programs offered by colleges and universities in California	cc 79 ____

Other (specify): _____

Comments: _____

Satisfactory (no change needed) (S)	or	Unsatisfactory (change needed) (U)	Indicate the urgency of change needed by rank order, 1-8 (1 being highest):

Card No. (3) cc 1

Control No _____ cc 2-5

Section XI: Areas of Inservice Training Needs
(projected to five years)

cc 6 ____	Career guidance and counseling techniques	cc 7 ____
cc 8 ____	Educational planning techniques	cc 9 ____
cc 10 ____	Accountability and evaluation	cc 11 ____
cc 12 ____	Counseling with minorities and special groups	cc 13 ____
cc 14 ____	Use of paraprofessionals	cc 15 ____
cc 16 ____	Utilization of cross-age and peer-group approaches	cc 17 ____
cc 18 ____	New theories and techniques	cc 19 ____
cc 20 ____	Agent of change role	cc 21 ____

Other (specify): _____

Comments: _____

Section XII: Research and Evaluation

cc 22 ____	Organized program for the evaluation of pupil personnel services	cc 23 ____
cc 24 ____	Student participation in the evaluation of pupil personnel services	cc 25 ____
cc 26 ____	Teacher participation in the evaluation of pupil personnel services	cc 27 ____
cc 28 ____	Administrator participation in the evaluation of pupil personnel services	cc 29 ____
cc 30 ____	Parent and community worker participation in the evaluation of pupil personnel services	cc 31 ____
cc 32 ____	Clearly stated goals and behavioral objectives for pupil personnel services	cc 33 ____
cc 34 ____	Definitive statement of the role and function of pupil personnel services	cc 35 ____

Other (specify): _____

Comments: _____

APPENDIX F

Referral Form

SAMPLE FORM

REFERRAL TO PUPIL PERSONNEL SERVICES TEAM

Student Name_____ Birthdate_____

School_____ Grade_____ Teacher's Name_____

1. Describe the reason for the referral. Use specific examples and describe in behavioral terms. Attach examples of school work to illustrate any academic difficulties.

2. Describe student's areas of strength.

3. Describe student's areas of difficulty.

4. What has been tried so far to remediate the problem(s)?

5. Have you contacted the student's parent(s) regarding this problem?

   ____ Yes ____No
   Comments:

_____ _____
Signature of Person Making Referral Date

_____ _____
Principal's Signature Date

Date of Team Meeting:_____ Participants:_____

Disposition of Case:_____